*English Instructional Plan – Long Vowel Pattern: Vowel Teams Grades 2-3*

**Primary Strand: Reading 2.4**

**Integrated Strand/s: Writing**

**Essential Understanding:**

* understand the need to apply phonetic strategies to decode and spell words

**Essential Knowledge, Skills, and Processes:**

* apply knowledge of consonants and consonant blends to decode and spell words
* apply knowledge of consonant digraphs (e.g., *sh*, *wh*, *ch*, *th*) to decode and spell words
* distinguish long and short vowels when reading one-syllable regularly spelled words
* apply knowledge of the consonant-vowel patterns, such as CV (e.g., *go*), VC (e.g., *in*), CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*) to decode and spell words
* read regularly spelled one- and two-syllable words automatically
* decode regular multisyllabic words
* use a variety of decoding strategies while reading to confirm or correct the pronunciation and use of words

**Primary SOL:**

2.4 b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

 d) Apply decoding strategies to confirm or correct while reading.

3.3 a) Use knowledge of regular and irregular vowel patterns.

 b) Decode regular multisyllabic words.

**Reinforced (Related Standard) SOL:**

2.3 a) Count phonemes within one-syllable words.

 b) Blend sounds to make one-syllable words.

 c) Segment one-syllable words into phonemes.

2.11h Use correct spelling for commonly used sight words, including compound words and regular plurals; 3.9j including irregular plurals

**Academic Background/Language:** Students should know that all words are made up of consonants and vowels. Together these letters are put together to form syllables and words. Students should be able to identify, read, and explain how to read words with short vowels and long vowel patterns. When students have the vocabulary of syllable, consonant, vowel, onset, rhyme, phoneme, blend, segment, decode, then it helps them to explain their strategies for reading and writing unfamiliar words.

## Materials

* Vowels anchor chart
* Box chart similar to Elkonin boxes for each student
* 6 manipulatives per student such as counters, bears, erasers, etc.
* 4 or 5 pictures of long vowel team words
* Vowel pattern word sort
* 4 or 5 sentences with vowel pattern words broken into onset and rime
* Highlighters, crayons, or markers
* Index cards

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Write the common vowels (a, e, i, o, u) on an anchor chart. Ask students to turn and talk to a partner about what is special about these letters. Students should be able to tell you that vowels are special because they make two sounds – long and short. Discuss with students what makes vowels different from consonants.
2. Tell students that if a vowel is short, it is usually in a closed syllable. List words under the vowel syllables that contain short vowels (e.g. had, pet, lip, cop, hut). With students, create a generalization about short vowels and closed syllables.
3. Tell students that sometimes in closed syllables you will hear a long vowel sound. Say the words, “cake, joke, cute.” “In these words, there are 3 phonemes, 3 distinct sounds, but there are more than 3 letters needed to spell the word because of the long vowel sound.” Add examples of CVCE words to the vowel anchor chart. Ask students what they notice about the words to help create a generalization about the CVCE pattern.
4. Ask the students if the CVCE pattern is the only way to make the long vowel sound. Add some words with other vowel patterns to the anchor chart. Tell students that these vowel patterns have a special name called vowel teams. Discuss how these vowels probably got their name (two vowels working together as a team to make the long sound).
5. Choose only one long vowel sound to focus on at a time such as the “long a” sound using the vowel teams *ay* and *ai*. Pass out charts with twelve boxes – six on top and six on the bottom like Elkonin boxes. Also give each student six small manipulatives such as beads, counters, bears, erasers, etc. Show students a picture of a word, or say a word, with one of the vowel teams you are focusing on such as: rain, play, or day. Have students push the manipulatives from the bottom boxes to the top boxes for each sound they hear. Again, discuss how there are fewer sounds than letters needed to spell the word because you need two vowels to make the long vowel sound. Practice this skill with 4 or 5 words until students seem comfortable with the concept.
6. Tell students that they can use their knowledge of these patterns when writing and decoding words. Use the “vowel team sentence practice” from below. These sentences have broken some vowel team words apart into the onset and rime. Demonstrate reading the sentence saying each part of the vowel team word and then blending it together to make a word. Make sure to note that there are two vowels in each of the words so you must use the long vowel sound. After modeling a few sentences, allow the students to practice reading some of these sentences as well.
7. Put students into groups of three or four. Give each group an index card with one of the vowel teams you have been working on. Tell the groups to write as many words as they can on the card that matches that vowel team. When most students are finished, have students come up and share their answers. Put the student work up on your anchor chart or word wall for future reference.

**Assessment (Diagnostic, Formative, Summative):**

* Give students a vowel team sort to complete independently. Students should be able to tell how they sorted their words by vowel teams and be able to read the words correctly.
* When students read independently, take note of who is able to identify vowel teams and who is able to use this strategy to decode words.
* Observe students as they brainstorm words to put on the index cards. Note who is able to think of words quickly and can spell the word using the correct vowel pattern and who needs more practice.

**Writing Connections:**

* Once students have worked with a long vowel pattern, they should be held accountable for spelling words with that pattern correctly. Refer students to the anchor chart or word wall as needed.
* Have students write a rhyming poem with a partner using the long vowel patterns they have learned.

**Extensions and Connections (for all students)**

* When selecting books/text for students to read in small groups, look for books that include vowel teams.
* Have students read and sort nonsense words with the vowel patterns.
* Have students create their own nonsense words with the vowel patterns and then ask a buddy to read the words correctly.
* Have students write down words with the correct vowel pattern that they found in their own books and share them with the class or a small group.
* Create a parking lot or look alike chart. Call out a word and have students find the word and explain how they knew it was that word.
* Show students a word and have them write as many rhyming words as they can with the same vowel pattern.

**Strategies for Differentiation**

* Introduce the vowel teams in a small group instead of the whole group.
* Only introduce one new vowel pattern at a time.
* Put pictures next to the words on the anchor chart.
* Give students individual word cards already chunked by onset and rime. Have them practice reading each chunk and then blend the word together.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Vowel Team Sentence Practice**

1. I will st-ay here and w-ait for the tr-ain.
2. The cl-ay left a st-ain on J-ay’s pants.
3. Let’s pl-ay after the r-ain stops.
4. It is the last d-ay of M-ay.